



NSDAR Educational Resources Committee

“The Fountain of Youth Archaeological Park Artifacts”

Contributor: Florida Council for History Education **Grade Level:** Elementary

1. Identify the standards to be addressed:

Florida Social Studies Standards

SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

Language Arts Florida Standards

LAFS.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LAFS.4.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2. Statement of the objective and lesson outcomes:

Enduring Understanding

Spanish explorers came to North America, specifically Florida.

History can be told through primary sources.

Primary sources provide evidence and accuracy of historical events.

Content Purpose:

(Students will) Use primary and secondary sources (so they can) see how artifacts can tell us about the past.

3. Materials, resources, and technology to be used by teacher/students:

Reading Materials/Primary Source Links

<https://www.floridamemory.com/items/show/28865> (Drawing of Juan Ponce de Leon at the fountain of youth)

<https://www.loc.gov/teachers/primary-source-analysis-tool/>

or

<https://www.archives.gov/files/education/lessons/worksheets/artwork-analysis-worksheet-novice.pdf>

<https://www.floridamuseum.ufl.edu/histarch/research/st-augustine/menendez/fountain-youth/>

https://www.floridamuseum.ufl.edu/histarch/artifact-gallery/?_sft_site_name=fountain-of-youth

The 14th Colony: The American Revolution’s Best Kept Secret, by Dr. Roger Smith (<http://www.colonialra.com/>)

4. Introduction of the topic:

If necessary, share or review that Juan Ponce de Leon discovered Florida and he came inland at St. Augustine, Florida.

5. **Procedure for instruction:**

Have students analyze drawing of Juan Ponce de Leon (<https://www.floridamemory.com/items/show/28865>), using a primary source analysis tool <https://www.loc.gov/teachers/primary-source-analysis-tool/> or <https://www.archives.gov/files/education/lessons/worksheets/artwork-analysis-worksheet-novice.pdf>. Make sure they focus on the date of the drawing and remind them when Ponce came to Florida (in 1513, Ponce de Leon was credited with being the first European to reach Florida). This drawing does not have an exact date, but it was created sometime in the 1500s. Ask students if they think this painting is an accurate primary source, and why or why not (possible answers: depends on when it was painted and who painted it).

Have the students read or guide their reading of Fountain of Youth excavations article here: <https://www.floridamuseum.ufl.edu/histarch/research/st-augustine/menendez/fountain-youth/>. This will give the students information on all the excavations that have taken place at the Fountain of Youth. The photos embedded in the page offer visual evidence of the “stains” referred to throughout the article.

Give the students the artifacts pages and share the difference between see, think, and wonder. When they complete the “see” portion, they can only jot down what they actually observe/see, not what they think. The next section is where they can draw conclusions and make inferences. For the final section, “wonder,” the students may need some modeling. It is often difficult for them to wonder. Have them complete the artifacts pages in pairs or small groups. (https://www.floridamuseum.ufl.edu/histarch/artifact-gallery/?_sft_site_name=fountain-of-youth Artifacts discovered at Fountain of Youth site)

Hold a whole group share out of some of the responses on the artifacts pages. Answers can be found here: https://www.floridamuseum.ufl.edu/histarch/artifact-gallery/?_sft_site_name=fountain-of-youth.

6. **Lesson Closure**

Have the students answer the following questions verbally, in sentences, or in paragraphs, in the form of a journalist for a newspaper or magazine, or as a blogger for an online blog: What can artifacts (primary sources) tell us about history? How can using primary sources across time show us how the lives of people have changed or stayed the same? How can we use primary sources to prove historical events? Why is St. Augustine, Florida a significant place in American history?